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A SELF-EVALUATION INSTRUMENT FOR THE BUSINESS AND OFFICE EDUCATION PROGRAMS IN THE SECONDARY SCHOOLS (A TRIAL DOCUMENT).

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INSTRUCTIONS, THE PHILOSOPHY OF THE EVALUATIVE PROCEDURE, AND THE PHILOSOPHY AND OBJECTIVES OF BUSINESS EDUCATION PROGRAMS PREFACE THE SELF-EVALUATION INSTRUMENT WHICH WAS COMPILED FROM A MASTER'S THESIS SUBMITTED TO THE OHIO STATE UNIVERSITY IN 1960 AND A REPORT OF A WORKSHOP HELD AT THE UNIVERSITY OF TOLEDO IN 1966. A CHECKLIST OF PROVISIONS, CONDITIONS, OR CHARACTERISTICS FOUND IN A GOOD BUSINESS AND OFFICE EDUCATION PROGRAM AND A SECTION OF EVALUATION ITEMS TO BE JUDGED BY USE OF A FIVE-POINT RATING SCALE ARE PROVIDED FOR EACH OF THE FOLLOWING--(1) ORGANIZATION AND ADMINISTRATION OF THE BUSINESS AND OFFICE EDUCATION PROGRAMS, (2) NATURE OF OFFERINGS, (3) PHYSICAL FACILITIES AND EQUIPMENT, (4) INSTRUCTION--STAFF, (5) INSTRUCTION--ACTIVITIES, (6) INSTRUCTION--MATERIALS AND RESOURCES, (7) EVALUATION, AND (8) GUIDANCE, PLACEMENT, AND FOLLOWUP. A SEPARATE EVALUATION INSTRUMENT FOR COOPERATIVE OFFICE EDUCATION COVERS--(1) PUBLIC RELATIONS, (2) COORDINATION, (3) WORK STATIONS, AND (4) SELECTION OF STUDENTS. FORMS FOR THE EVALUATOR'S SUMMARY AND A DEPARTMENTAL PROFILE ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (PS)

A SELF-EVALUATION INSTRUMENT

for the BUSINESS & OFFICE EDUCATION PROGRAMS (Intensive and COE)

BULLETIN 4

State of Ohio - DEPARTMENT OF EDUCATION
Martin Essex, Superintendent of Public Instruction

Division of Vocational Education
Business & Office Education Service
in cooperation with The University of Toledo

VT05-94

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A SELF-EVALUATION INSTRUMENT FOR THE BUSINESS AND OFFICE EDUCATION PROGRAMS IN THE SECONDARY SCHOOLS

(A Trial Document)

Ohio State Board of Education

Martin Essex

State Superintendent of Public Instruction
State Department of Education

Division of Vocational Education
Byrl R. Shoemaker, Director

June, 1967

P A R T I C I P A N T S
in
SUMMER WORKSHOP IN BUSINESS AND OFFICE EDUCATION
The University of Toledo, Toledo, Ohio

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Mrs. Jo Ellen Baggett	Rossford High	Wood
Mrs. Betty J. Bailes	Fairfield Butler	Butler
Miss Martha Baumgardner	Ida	(Ida, Michigan)
Mrs. Wilma Blankenship	Coventry Senior	Summit
Mrs. Elizabeth Brinkerhoff	Kent Roosevelt	Portage
Mrs. Gladys R. Cox	Northwestern Rutland	Meigs
Miss Jane Durrell	Reily	Butler
Mrs. Sharon Gilchrist	Sylvania High	Lucas
Mrs. Jacquelyn Hainen	Vicksburg	(Vicksburg, Michigan)
Mrs. Thelma Huscroft	Alliance High	Stark
Mrs. Margaret Kavney	Alliance High	Stark
Miss Dolores Kenney	Bucyrus High	Crawford
Mrs. Elsie Lusk	Gallia Academy	Gallia
Miss Wilma Rickenbacher	Lima Senior	Allen
Mrs. Marlene Romans	Sylvania High	Lucas
Mrs. Helen C. Sams	Admiral King	Lorain
Mrs. Marilyn R. Shaffer	Lima Senior	Allen
Mrs. Dora Shaw	Penta County JVS	Wood
Mrs. Agnes Thomas	Toledo Scott	Lucas
Mrs. Ruth Thuemling	Lorain High	Lorain

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1960

Final Editor: T. R. Johnson, Assistant Supervisor
Business & Office Education
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Department of Education
Ohio - June, 1967

FOREWORD

This check list and explanation of a SELF EVALUATION INSTRUMENT for Ohio's Business and Office Education Programs has been compiled from two sources. The first source used at the Toledo workshop was the unpublished Master thesis of Robert T. Addison (Whitehall-Yearling High School), at The Ohio State University, June, 1960. The second source was the report of the workshop held at the University of Toledo, June, 1966, under the direction of Dr. Esther E. Anderson. The instrument has not been used on a trial basis, but is presented here for the first use while it awaits further refinement.

Evaluation is a multi-facet examination of the BOE program and should be an annual procedure by every school on a self-examination basis. A vocational program must be periodically examined each year to determine strengths and weaknesses, to up-grade, improve, and to generally determine its effectiveness in the education of our youth.

This instrument is presented to you on a trial basis to help the schools give a better educational program to their youth. Please use it, and in addition, report to the State Supervisor of Business and Office Education any recommended changes. Additional copies may be obtained from the State Office of Business and Office Education.

Byrl R. Shoemaker, Director
Vocational & Technical Education

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PART I

Basic Explanation

This evaluation format was designed to assist an evaluator or group of evaluators to follow a standardized opinionnaire in a rating system.

This grading plan is adapted from Evaluative Criteria, 1960 Edition (National Study of Secondary School Evaluation, Washington 6, D. C.). Using such a standard source makes possible (1) a sound basis upon which to make judgments, and (2) utilization of these materials in any general evaluation of a school program.

I. INSTRUCTIONS

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in a good Business and Office Education program. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices in the school, thus providing the factual background for the evaluations.

The use of the checklists require five letters:

E	Provision or condition is made extensively.
S	Provision or condition is made to a moderate extent.
L	Provision or condition is very limited or missing <u>but needed</u>.
M	Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the program, the needs of the students, or because of the differences of opinion of evaluators.
N	Provision or condition is not desirable or does not apply.

When an item contains statements such as "Certain content is required for all students ...." or "<u>All</u> teachers have the following qualifications ...." the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating "E."

EVALUATIONS

Evaluations are the best judgments of each individual member on the staff. These judgments are made in light of the formulated philosophy and objectives of the department. After each individual member has made his evaluation, the staff should meet as a group and discuss each item and decide on a single departmental rating. This single departmental rating should then be transferred to the departmental profile sheet (Appendix). The departmental profile sheet presents a graphic summary which may be compared to a profile of the entire state. At the end of each section is a box for putting the evaluator's summary number of that section.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider <u>in the light of his whole experience</u> how well the program is meeting its objectives and the needs of the students.

5. <u>Excellent</u>: the provisions or conditions are extensive and are functioning excellently.

4. <u>Very good</u>:*

   a. the provisions or conditions are extensive and are functioning well, or

   b. the provisions or conditions are moderately extensive but are functioning excellently.

3. <u>Good</u>: the provisions or conditions are moderately extensive and are functioning well.

2. <u>Fair</u>:*

   a. the provisions or conditions are moderately extensive but are functioning poorly, or

   b. the provisions or conditions are limited in extent but are functioning well.

---

*If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a," or"4b," and "2a," or "2b."

1. Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. Missing: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the program, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect any graphic summary for the program.

N. Does not apply: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the program's philosophy and objectives.

II. PHILOSOPHY OF THE EVALUATIVE PROCEDURE FOR BUSINESS AND OFFICE EDUCATION PROGRAMS

Evaluation of a Business and Office Education Program is the process of judging the effectiveness of a curriculum which has been designed to educate students to an employable level upon graduation. It is realized that philosophies and objectives may vary according to the needs of a particular school and community.

The results of the evaluation should be used as a guide to improve the program. Identification of strengths and weaknesses with areas for improvement indicated can be accomplished through continuous self-evaluation.

The departmental personnel should submit a summarized report of the self-evaluation and a plan of action for program improvement to the school administration so that they may prepare recommendations for program improvement to be submitted to the board of education.

The evaluation procedure must necessarily include student evaluation which is covered to some extent in Chapter VII. A supplement to this bulletin will be prepared to identify specific measures and methods for such student evaluation.

The <u>total</u> evaluation process will include a four phase program, done regularly on a planned schedule. The schedule may be every year, or on a periodic basis. The Vocational Education Act of 1963 calls for an evaluation every five years. At that five-year point, the following items will be checked in a total evaluation:

1. Quality of program, as measured by this type of instrument.

2. A follow-up study of the students to check placement.

3. An employer follow-up to determine student fulfillment of occupational objectives.

4. A student evaluation, employing various analysis including a testing program, as indicated earlier in this chapter.

III. PHILOSOPHY OF BUSINESS AND OFFICE EDUCATION PROGRAMS

The Business and Office Education Programs provide the student with occupational knowledge, skills, and depth training essential for initial employment and for advancement in the business world. The programs are based upon careful analysis of the particular needs of the student and the community.

Intensive skill development and integration of related areas is provided in the programs offered in the 11th and/or 12th years to those students who possess the abilities, interests, and personal qualities necessary for entry-level positions. The use of block-time scheduling and supervised cooperative experiences provide flexibility within the programs. Provision is made for the incorporation of new technological developments and for the changing needs of students as business conditions change.

The programs provide the opportunity for enrichment by making it possible for the student to participate in extra-curricular activities, including fine and applied arts.

Merits of the programs can be partially determined through the use of a continuous follow-up procedure. Periodic business surveys and evaluations are an integral part of such programs.

IV. OBJECTIVES OF BUSINESS AND OFFICE EDUCATION PROGRAMS

1. To know community job standards.
2. To be aware of occupational opportunities.
3. To build communication skills.
4. To develop computational skills.
5. To develop proficiency for entry-level positions.
6. To produce an even flow of work through the use of integrated skills and procedures.
7. To become acquainted with the organization and financing of a business.
8. To grow in understanding of basic enconomic and legal concepts.
9. To become conversant with advanced technology.
10. To develop desirable personal qualities.
11. To cultivate an appreciation of the importance of effective human relations.
12. To know the advantages of self-confidence, self-discipline, and self-development.
13. To acquire an appreciation of the need for personal responsibility as a citizen of society.
14. To acquire actual work experience which is correlated to classroom experiences.

PART II

The Evaluative Criteria

A check list and grading process to determine the quality of the vocational Business and Office Education programs in a school.

I. ORGANIZATION AND ADMINISTRATION OF THE BUSINESS AND OFFICE EDUCATION PROGRAMS

Checklist

( ) 1. The programs are under the general direction and has the support of the administrative officers of the school system.

( ) 2. The principal and other school personnel show an interest in the programs and have an understanding of their objectives.

( ) 3. Qualified vocational education personnel, both administrative and supervisory, are responsible for the programs.

( ) 4. Vocational education administrative and supervisory personnel participate in the selection of teachers.

( ) 5. An advisory committee, representative of local business, assists in determining the requirements for employment.

( ) 6. Supervision of instruction by the business and office education department is provided.

( ) 7. The school schedule is designed to make it possible for any qualified student to enter a program to prepare for a career in office occupation.

( ) 8. Class size is determined by factors such as type of instruction, available work areas, and state recommendations.

( ) 9. The intensive programs are two-year programs, offered in the 11th and 12th grades.

( ) 10. The scheduling of the vocational programs is such that students may participate in the social and extra-curricular activities of the school.

( ) 11. Provisions are made for appropriate in-service education of teachers.

( ) 12. A minimum three-hour block of time is provided for instructional purposes.

( ) 13. The content of programs is developed by the Business and Office Education staff with the cooperation of the administration and advisory committee.

( ) 14.

( ) 15.

Evaluations

[ ] a. To what extent is business and office education available to all qualified students?

[ ] b. How adequate are the time allotments for the programs?

[ ] c. To what extent do the enrollments in the programs correspond with evident needs?

[ ] d. How adequate are the administrative and supervisory provisions?

[ ] e. How adequate are the provisions for advisory services?

SCORE ☐

5 4 3 2 1

II. NATURE OF OFFERINGS

Checklist

( ) 1. Analysis is made of the knowledge and specialized skills needed by the business community.

( ) 2. There is a specific place in the curriculum for the students to learn the basic economic system of which they are a part.

( ) 3. The students are taught how to apply for a job.

( ) 4. The students have an opportunity to develop proper attitudes.

( ) 5. The students have an opportunity to evaluate and improve their character traits.

( ) 6. The students are given opportunities to learn how to read for meaning and to follow directions.

( ) 7. Students are given opportunities to think through problem situations logically.

( ) 8. A legible handwriting is emphasized.

( ) 9. Constant review of arithmetic calculations is given.

( ) 10. Students are given experience in oral and written expression.

( ) 11. The student's responsibility to contribute to society as an intelligent citizen is stressed.

( ) 12. Skills are developed to the degree necessary for a specific occupational objective.

( ) 13. Typewriting instruction provides for the development of skills for vocational use.

( ) 14. Shorthand prepares the students to take dictation and transcribe the notes into mailable copy in an office situation.

( ) 15. Bookkeeping gives the students the experience necessary to complete financial statements, payrolls, bank statements, and to apply principles of debit and credit as applies to business.

( ) 16. Opportunity is provided for students to participate in club activities related to business.

( ) 17. Students are encouraged to participate in club activities related to business.

( ) 18. Typewriting is required of all students in the Business and Office Education programs.

( ) 19. Some kind of bookkeeping is required of all students in the vocational programs.

( ) 20. Prerequisites are adhered to.

Evaluations

[ ] a. How adequate is the survey of needs of the community?

[ ] b. How adequate is the survey of the students' deficiencies prior to entry into the Business and Office Education programs?

[ ] c. How adequately are the needs of the community met through the Business and Office Education Programs?

SCORE ☐

5 4 3 2 1

III. PHYSICAL FACILITIES AND EQUIPMENT

Checklist

( ) 1. Rooms used for Business and Office Education Programs are adjoining.

( ) 2. Each student station has the equipment necessary for that specific occupation.

( ) 3. Rooms containing business machines and typewriters are soundproof or located in such a manner as not to interfere with other classrooms.

( ) 4. The number of rooms assigned to the Business and Office Education Program is adequate for the enrollment.

( ) 5. The size and shape of the business and office education rooms permit layouts suitable to the purposes of the program.

( ) 6. Each room where electricl equipment is used is provided with ample electrical outlets.

( ) 7. Each room where electrical equipment is used is provided with a master control switch.

( ) 8. Sufficient lighting is provided.

( ) 9. "Blackout" shades (or their equivalent) are provided for each room to facilitate the use of audio-visual equipment.

( ) 10. Rooms containing machines have facilities for washing hands located in the room.

( ) 11. Each room has an ample number of chalkboards.

( ) 12. Each room has an ample number of bulletin boards.

( ) 13. The color scheme in each room is appropriate and conducive to a good learning atmosphere.

( ) 14. A full size office desk is provided for each student station.

( ) 15. Chairs designed to encourage correct posture are provided for the appropriate business and office education rooms.

( ) 16. A demonstration stand is included in each skill area classroom.

( ) 17. Adequate space is provided for storing instructional materials and supplies.

( ) 18. Adequate space is provided for storing student work and supplies.

( ) 19. Audio-visual equipment appropriate for business and office education is available.

( ) 20. Both manual and electric typewriters are provided.

( ) 21. Business machines of the variety commonly used in the local community are provided.

( ) 22. All equipment is serviced regularly.

( ) 23. All equipment is replaced on a systematic basis.

( ) 24. Equipment purchased for the Business and Office Education Program is located in the business and office education classrooms.

( ) 25. There is a separate teacher office area to be used as a planning and conference room.

( ) 26.

( ) 27.

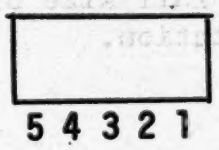
Evaluations

[ ] a. How satisfactory are the space provisions to meet curriculum and enrollment needs?

[ ] b. How adequate is the AMOUNT of business equipment?

[ ] c. How adequate is the VARIETY of this equipment?

[ ] d. How adequate is the QUALITY of this equipment?

SCORE 

IV. INSTRUCTION-STAFF

Checklist

Each member of the Business and Office Education staff:

( ) 1. Has had a variety of educational experiences.

( ) 2. Has specific training in business and office education subjects.

( ) 3. Has adequate and effective preparation in course content to be taught.

( ) 4. Meets qualifications for vocational business and office education teachers.

( ) 5. Has had practical work experience of at least one year.

( ) 6. Keeps informed of new developments in office equipment and procedures.

( ) 7. Maintains membership in professional organizations.

( ) 8. Actively supports the local business education association.

( ) 9. Studies and works with other members of the department and the school to improve the educational programs of both.

( ) 10. Has indicated entrance into advanced degree work.

( ) 11. Has recent refresher experience in summer courses, workshops, or clinics.

( ) 12. Presents a good personal appearance.

( ) 13. Possesses a well-modulated voice.

( ) 14. Uses acceptable grammar in speaking and writing.

( ) 15. Possesses good mental and physical health.

( ) 16. Projects a commendable professional and community image.

( ) 17. Exhibits qualities of fairness, integrity, and moral fitness.

( ) 18. Willingly accepts responsibilities and new challenges; i.e., new methods of teaching, changes in type of program offered, and new models of office equipment.

( ) 19.

( ) 20.

Evaluations

[ ] a. Does the teacher have adequate preparation in a general liberal education?

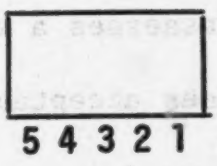
[ ] b. Does the teacher have adequate preparation in the Business and Office Education content?

[ ] c. Is the teacher a good team worker, cooperative with the whole staff, and loyal to school programs and policies?

[ ] d. Does the teacher keep informed of new techniques and procedures and participate in professional organizations?

[ ] e. Does the teacher meet state requirements in regard to practical work experience and teacher certification?

[ ] f. Does the teacher possess the essential personal qualities necessary to be an effective teacher in the Business and Office Education programs?

SCORE 

V. INSTRUCTION - ACTIVITIES

Checklist

( ) 1. Instruction contributes to the general objectives of the vocational programs.

( ) 2. Continuous surveys are made of business machines, business standards, existing and potential jobs of the community.

( ) 3. Surveys made of present students relative to their vocational needs, interests, and abilities are used to aid in improving instruction.

( ) 4. Follow-up surveys made of former students are used to improve instruction.

( ) 5. There is evidence that an understanding of the principles necessary for effective communication is developed, and opportunities are provided for practical application of these principles.

( ) 6. Instruction is given on both electric and manual typewriters.

( ) 7. Students are taught the care and use of all equipment.

( ) 8. A high degree of skill which will enable the student to meet office production standards is developed.

( ) 9. Instruction develops transcription techniques such as proofreading, setting up copy, carrying out implied instructions, and handling problems in taking dictation and transcribing.

( ) 10. Knowledge, skills, concepts, and attitudes which will enable the students to use sound reasoning in making personal and business decisions are developed.

( ) 11. Instruction aids students in understanding the basics of business ownership, organization, management, and procedures.

( ) 12. Instruction develops an appreciation and understanding of how mathematics is used in the solution of business problems.

( ) 13. Instruction aids in developing an awareness in the student of the need for personal qualities and provides opportunities for students to develop them.

( ) 14. Effective work habits are stressed.

( ) 15. Teachers of business and office education work cooperatively with other teachers in the school to develop rapport.

( ) 16. Instruction aids every student to appreciate that the opportunity to become a member of a business education club will promote learning about business and aid in personal development.

( ) 17. Instruction is such that business and office education curriculum has the same status in school and community as other subjects.

( ) 18. Assistance given us with school projects, extra-class activities and to other teachers and departments only if such assistance provides a learning situation for the student and aids in meeting the objectives of the program.

( ) 19.

( ) 20.

Evaluations

[ ] a. How adequate is the planning and preparation for instruction?

[ ] b. How well is instruction adapted to individual differences of students?

[ ] c. How effective is the teaching?

[ ] d. Is the clerical assistance furnished by the Business and Office Education Program actually of educational value to the student?

SCORE

5 4 3 2 1

VI. INSTRUCTION - MATERIALS AND RESOURCES

Checklist

( ) 1. Textbooks are appropriate for the subject matter.

( ) 2. Textbooks are current for the subject matter.

( ) 3. Textbooks are selected by the business and office education staff.

( ) 4. Adequate, standard dictionaries and handbooks for secretaries are available in sufficient number in each classroom.

( ) 5. Current reference materials are accessible to the students within the department. (unabridged dictionary, postal guide, telephone directory, city directory, Hotel Red Book, travel timetables, road maps, atlases, selected pamphlets and charts, graphs, posters, and clippings)

( ) 6. A teacher's file of supplementary materials is maintained.

( ) 7. Teacher-prepared materials, such as study and curriculum guides, specialized drills, methods books, and courses of study are available. These are to be located within the department.

( ) 8. Up-to-date business publications, such as pamphlets, handbooks, and instructional manuals, are organized for efficient use.

( ) 9. Enrichment resources from the local business community are available. (e.g., samples of local business forms, records, and job-application forms)

( ) 10. Recent issues of newspapers and periodicals concerning business and office education are available.

( ) 11. Appropriate types of audio-visual aids are available.

( ) a. Material is correlated with the course

( ) b. Material is accurate in content.

( ) c. Age and experience of students are considered in selection of audio-visual aids.

( ) d. Audio-visual aids materials and equipment are available when the teacher needs them.

( ) e. Provision for the purchase of equipment and materials is included in the school budget.

( ) f. Programmed listening devices and materials are available in the appropriate classrooms.

( ) 12. Teaching aids such as timers, stop watches, staplers, and other small equipment are supplied.

( ) 13. Supplementary materials are available to provide for individual differences of students.

( ) 14. Pupils visit business offices and industries to discover job qualifications, working conditions, and problems.

( ) 15. Former students come to classrooms to give job-informational talks.

( ) 16.

( ) 17.

Evaluations

[ ] a. How adequate is the VARIETY of instructional materials for the program?

[ ] b. How adequate is the QUALITY of instructional materials for the program?

[ ] c. How effectively are instructional materials and resources organized for use?

SCORE

5 4 3 2 1

VII. EVALUATION

Checklist

( ) 1. Community job opportunities, determined through survey, are used as a criterion for planning instruction and measuring growth and learning.

( ) 2. A variety of tests is used to determine to what extent:

( ) a. Basic communication skills are being developed,

( ) b. Dictation and transcription activities are meeting entry-level job requirements (where required),

( ) c. The student understands the basic organizational structure of business,

( ) d. A knowledge of frequently used business records is being acquired,

( ) e. Typewriting proficiency is being developed,

( ) f. Bookkeeping or accounting knowledge is acquired,

( ) g. Fundamental skills and uses of business machines is acquired.

( ) 3. Examination of specific job opportunities is used for vocational guidance.

( ) 4. Evaluation paralleling business-type supervision is an integral part of the testing program.

( ) 5. Evaluation is used as a basis for planning instruction and measuring growth and learning.

( ) 6. Individual aptitudes, abilities, work habits and attitudes, and character traits are factors considered in evaluation of students.

( ) 7. Follow-up studies are used as a means of evaluating the effectiveness of instruction.

( ) 8. Evaluation procedures are reviewed periodically in light of changing community and student needs.

( ) 9. The self-evaluation technique is used to aid the student in determining his development in business areas.

( ) 10. The interval timer and stopwatch are used wisely to measure student progress.

( ) 11. The results of tests which are given to the graduates of the program by local hiring agencies, businesses, and governmental units, such as Civil Service and the State Employment Service, are reviewed.

( ) 12.

( ) 13.

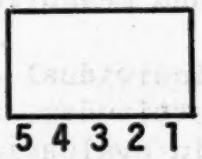
Evaluations

[ ] a. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?

[ ] b. To what extent do evaluation procedures identify students of unusual promise?

[ ] c. To what extent do the evaluation procedures determine the employability of the student?

[ ] d. To what extent is there agreement between the results of evaluation by outside groups (hiring agencies, businesses, governmental units, state employment services) and school achievement?

SCORE 

VIII. GUIDANCE, PLACEMENT, AND FOLLOW-UP

Checklist

( ) 1. The business community appreciates the existence and aims of the vocational programs.

( ) 2. The community at-large understands the purposes of the vocational programs.

( ) 3. The parents of eligible students are oriented annually about the programs.

( ) 4. Opportunities to learn about the program are made available to anyone who is interested.

( ) 5. The student body at-large is kept informed about the program, its requirements, its changes.

( ) 6. Individual students are counseled by a Business and Office Education teacher and/or a guidance counselor about his qualifications for and interest in the programs.

( ) 7. Aptitude tests and other grades and personal student interviews are used as a basis of guiding students into or out of the vocational programs.

( ) 8. The business and office education staff of the school can answer questions concerning the programs in regard to credit, what its aims are, potential in the programs, etc.

( ) 9. The teaching staff of the school is informed about the existence and purpose of the programs.

( ) 10. The teaching staff and the guidance staff co-operate in offering guidance to qualified students interested in the program.

( ) 11. The programs are supported by the administrative and guidance staffs.

( ) 12. Appropriate measures (tests, records, reports, and instructor interviews) are used in the selection of students for the vocational programs.

( ) 13. Results of prognostic tests are considered in advising students who wish to pursue a vocational program.

( ) 14. Provision is made for helping in the placement of graduates.

( ) 15. There is an employment follow-up made of each graduate of the programs.

( ) 16. Such factors as results of prognostic tests and success in English and typewriting are considered in advising students who wish to elect a stenography program.

( ) 17.

( ) 18.

Evaluations

[ ] a. To what extent are the parents informed about the vocational programs?

[ ] b. To what extent are the community and business organizations kept informed concerning the programs?

[ ] c. How well oriented is the teaching staff of the entire school regarding the programs?

[ ] d. To what extent is the student body informed about the programs?

[ ] e. To what extent are the programs effective in reaching their objectives?

[ ] f. How effective is selection of students in relation to occupational objectives?

SCORE

5 4 3 2 1

B I B L I O G R A P H Y

Crank, Doris H., and Floyd L. "New Perspectives in Education for Business," National Business Education Yearbook, 1963.

"Evaluation of Pupil Progress in Business Education," American Business Education Yearbook, Vol. 17, 1960.

Evaluative Criteria, 1960 Edition, National Study of Secondary School Evaluation, Washington 6, D. C.

"Recent and Projected Developments Affecting Business Education," National Business Education Yearbook, 1964.

Wyllie, Eugene Donald. An Evaluation Plan for Business Education Programs in High Schools, Monograph 109. Cincinnati: South-Western Publishing Company, 1963.

PART III

Cooperative Office Education

While Cooperative Office Education is a part of the Business and Office Education family, it is a unique program. Because of its uniqueness, this section is included in the document for use <u>in addition</u> to Part II. Most of the items in Part II will have application to C.O.E.

I. PUBLIC RELATIONS

Checklist

( ) 1. The members of the faculty are well-informed.

( ) 2. The program is planned to inform the teachers and the student body.

( ) 3. The guidance department is informed.

( ) 4. The coordinator discussed the program in pre-vocational classes so that students can make long range plans.

( ) 5. The coordinator counsels with other business education teachers in the school about prospective cooperative students.

( ) 6. Faculty members accompany the coordinator on visits to work stations.

( ) 7. The coordinator passes along information of interest and value to the school's officials and other faculty members.

( ) 8. The program is respected in the community.

( ) 9. The community is kept informed of the activities of the program.

( ) 10. Community surveys are made.

( ) 11. Employer appreciation dinners are a planned program activity.

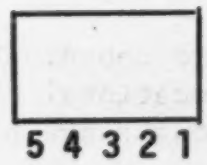
( ) 12. An historical record of activities is maintained by the program.

( ) 13. The parents of prospective cooperative students are informed.

Evaluations

[ ] a. How well do school officials, faculty, and students understand the goals and objectives of cooperative office education?

[ ] b. How well does the community understand the goals and objectives of cooperative office education?

SCORE 

5 4 3 2 1

II. COORDINATION

Checklist

( ) 1. The school schedule provides time for coordination.

( ) 2. The coordinator prepares a daily record of his activities.

( ) 3. The coordinator reports periodically to the school principal and superintendent.

( ) 4. An annual report is made to the school administration.

( ) 5. Coordination time is used for coordination.

( ) 6. The coordinator plans the coordination time.

( ) 7. The coordinator visits the job stations regularly.

( ) 8. The coordinator contacts the management and the immediate supervisor to learn of the student's progress.

( ) 9. The coordinator observes the student on-the-job.

( ) 10. There is an evaluative device for the use of the employer.

Evaluations

[ ] a. Is the coordination time adequate to meet the needs of the program?

[ ] b. Does the coordinator make effective use of the coordination time afforded?

[ ] c. How adequate is the coordinating procedure to meet the needs of the students?

SCORE [ ]

5 4 3 2 1

III. WORK STATIONS

Checklist

( ) 1. Cooperating employers understand the purposes of cooperative office education.

( ) 2. Cooperative students are "rotated" on-the-job.

( ) 3. Work stations conform to state labor laws and regulations.

( ) 4. Work stations are selected on the basis of their ability to provide well-rounded experiences and learning situations.

( ) 5. There is a variety of work stations and job stations.

( ) 6. The employment of the cooperative students is continuous.

( ) 7. All students enrolled in the cooperative program are employed.

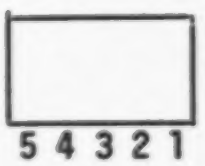
( ) 8. A job analysis is made of each student's job.

Evaluations

[ ] a. How well do the work stations provide good on-the-job work experiences?

[ ] b. To what extent are job duties used as a base for individual instruction?

[ ] c. Do all students participate fully in the cooperative program.

SCORE 

IV. SELECTION OF STUDENTS

Checklist

( ) 1. Personal school records are used in the selection of students for the program.

( ) 2. Prospective cooperative students are counseled with regard to their interests and abilities.

( ) 3. Parents are counseled with respect to their child's abilities and aptitudes for work experience.

( ) 4. All factors of human development are considered in the selection of students for the program.

( ) 5. Additional tests are administered to help determine the range of student abilities.

( ) 6. School officials and faculty members are consulted.

( ) 7. Students' abilities are matched with employer job specifications.

Evaluations

[ ] a. How adequate is the selection process in helping to determine cooperative office education class enrollment?

[ ] b. Are the individual needs of the students met in this selection process?

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5 4 3 2 1

PART IV

Evaluator's Summary

The evaluation team or person should reflect on his TOTAL observations. A general statement should be made to cover the evaluation of the program.

This statement may be broken down into the two sections indicated: Those items that are commendable and satisfactory, and those items which have the greatest need for improvement.

I. SPECIAL CHARACTERISTICS OF BUSINESS AND OFFICE EDUCATION

1. In what respects is business and office education most satisfactory and commendable?

   a.

   b.

2. In what respects is there greatest need for improving business and office education?

   a.

   b.

APPENDIX A

INSTRUCTIONS FOR DEPARTMENTAL PROFILE

After the business and office education teachers have arrived at a single evaluation for each section, the single total score or evaluation should be transferred to the profile sheet in this section by placing an "X" or some other point of marking on the scale. Connecting lines drawn from the plotted evaluation presents a graphic picture of the total evaluation.

Ratings of 1 and 2 indicate that considerable improvement is needed. A rating of 3 indicates average attainment and a rating of 5 indicates full attainment of the criteria checked.

An example of a departmental profile is included which shows a school that fully meets the criterion on Public Relations in the C.O.E. program, but needs considerable improvement in the area of Physical Facilities and Equipment.

Date _____

School _____

Time Unit Plan _____

DEPARTMENTAL PROFILE

The single departmental rating should be transferred to this sheet according to the scale shown on pages 3 and 4 of this bulletin.

	5	4	3	2	1
I. ORGANIZATION AND ADMINISTRATION					
II. NATURE OF OFFERINGS					
III. PHYSICAL FACILITIES AND EQUIPMENT					
IV. INSTRUCTION-STAFF					
V. INSTRUCTION-ACTIVITIES					
VI. INSTRUCTION-MATERIALS AND RESOURCES					
VII. EVALUATION					
VIII. GUIDANCE, PLACEMENT, AND FOLLOW-UP					
IX. PUBLIC RELATIONS (C.O.E.)					
X. COORDINATION (C.O.E.)					
XI. WORK STATIONS (C.O.E.)					
XII. SELECTION OF STUDENTS (C.O.E.)					

Signed _____

Evaluator

DEPARTMENTAL PROFILE

(Example)

The single departmental rating should be transferred to this sheet according to the scale shown on pages 3 and 4 of this bulletin.